

Unit Planning Guide: Grade 12 Unit 4 of 8 B

Unit Title: Sending a Message Weeks 16–20	Pacing (Duration of Unit): 5 weeks
Grade: 12	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Standards (Priority Standards in bold):</p> <ul style="list-style-type: none"> · SL.12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions, when possible; and determine what additional information or research is required to deepen investigation or complete the task. · MA.12.3.a Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (challenges, the individual and society, moral dilemmas, the dynamics of tradition and change.) <p>Supporting standards</p> <ul style="list-style-type: none"> · W.12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (a sense of mystery, suspense, growth, or resolution.) · W.12.3d Use precise words, and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. · L.12.3a Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. · RL.12.5 Analyze how an author's choices concerning how to structure specific parts of a text (the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 	<p>WiDA Standards (ELL)</p> <ul style="list-style-type: none"> · Standard 1: ELLs communicate for Social and Instructional purposes within the school setting Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Writers use a variety of genre to communicate a theme.
- An author's word choice influences the tone and themes of a work.
- Research is essential for college and career readiness

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- Why should I research a subject before forming an opinion?
- How does language affect my reaction to a topic?
- How can research increase my ability to fully understand a topic?

Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> · that precise word choice and deliberate syntax is essential for clear and cogent communication · that authors use a variety of writing styles to effectively communicate a message · that selection and arrangement of words influences tone and theme · that a writer has a choice of a variety of genre to fit his/her audience and purpose 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> · determining the most effective mode to communicate a message(Applying) · writing for a variety of audiences and purposed(Evaluating) · selecting precise words to communicate effectively (Applying) · determining the tone and theme of a work(Analyzing) · recognizing, evaluating and responding to multiple perspectives on an issue · expressing a theme or central idea through in a variety of genre · analyzing how the structure of a text contributes to its artistry
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